

Public School Districts

Oneida County District #351

Oneida County
175 Jenkins Avenue, Malad City, ID. 83252
Phone: (208) 766-4701 Fax: (208) 766-2930
Lynn Schow, Superintendent

District Characteristics 1996-97

Fall Enrollment 1996-97	1,017	Special Education:	
Average Daily Attendance	974	Special Education Students	98
State Ranking per ADA	54	Gifted and Talented Students	17
Number of Schools (sites):		Number of LEP Students	9
Elementary	2	National School Lunch Program:	
Secondary	1	% Average Daily Participation	68%
Number of Schools:		% Free and Reduced Meals	27%
Accredited	2	Average Lunch Price - Elementary	\$1.00
Accredited with Comment	1	Average Lunch Price - Secondary	\$1.25
Advised & Advised with Comment	0	Pupil Transportation Program:	
Warned	0	Average Daily Ridership 1995-96	545
High School Graduates:		District Owned Operation	
High School Diplomas-Regular	69		
Other Completions*	4		

* Includes Certificates of Completion, State Diplomas and High School Equivalencies (age 19 & under)

Superintendent's Highlights

The 1996-97 school year was highlighted by beginning construction of the new middle school, completion of the addition at the high school and the opening of the Alternative High School. The expanded facilities will allow for increased curriculum offerings particularly at the middle school level. Students at all schools in the district had access and received instruction on the Internet as well as opportunity for high school and community patrons to take classes over the distance learning system. At the elementary the Accelerated Reader computer/literacy system was implemented increasing student independent reading significantly. A team from the elementary school was invited to participate in the Idaho Education Association's Quality School Conference. Site-based teams continue to evaluate student achievement, make recommendations for curriculum improvement and oversee changes as they are implemented. Oneida School District continues to strive for "Success For Every Student" with excellent academic and extra curricular programs.

Progress Towards Meeting District Goals

1996-97 Goals

Progress

Treat students with respect and expect them to respect other students, teachers and property

We had monthly themes. Classrooms did bulletin boards and we had daily thoughts and class discussions on the themes.

Provide opportunities to help each child become an effective communicator

(a) Each student gave at least one oral report in front of his or her class which required research on the part of the student. In addition most 5th and 6th grade students participated in the History Fair which gave them an opportunity to share their ideas with adult judges and mentors. (b) We continued to increase technology opportunities for the teachers and students: Internet in each classroom, Quickmail school wide, E-mail district wide, Offered word processing class to faculty, building networked and increased software in the curriculum.

Teach, evaluate and improve the district-adopted curriculum at each grade level

We added Intensive Phonics to the K-2 curriculum which helps students in the area of reading. We also implemented Accelerated Reader which motivates students in their independent reading. We adopted a new reading program for the 97-98 school year.

Keep parents informed and encourage their involvement

We received good press coverage in the local paper. We involved parents as reading moms and computer moms in 1st and 2nd grades. We used writing moms in 4th grade.

Decrease the dropout rate

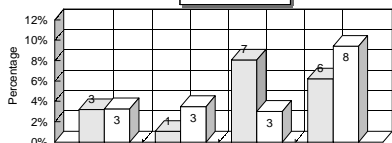
Alternative classroom established for students who were suspended from the regular school program in order to have one more opportunity to stay in school.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	48.40%	48.50%	96.90%
Black	0.00%	0.00%	0.00%
Hispanic	1.18%	1.07%	2.25%
Nat. Amer.	0.21%	0.00%	0.21%
Asian	0.43%	0.21%	0.64%
Total	50.22%	49.78%	100.00%

Dropouts



Year	Grd. 9	Grd. 10	Grd. 11	Grd. 12
95-96	3.19%	1.05%	8.05%	6.19%
96-97	3.26%	3.49%	3.00%	9.41%

Numbers in graph represent actual dropout counts per grade

Financial Information 1996-97

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$366,291	8.83%	\$902,199	16.45%
Other Sources	78,747	1.90%	501,880	9.15%
State	3,703,268	89.27%	3,830,348	69.86%
Federal	0	0.00%	248,756	4.54%
Total	\$4,148,306	100.00%	\$5,483,183	100.00%

Supplemental Information:

Property Tax Replacement	\$113,701
Lottery Revenues	\$43,823
Technology Grant	\$55,506

	Total	%	ADA	Rank
Expenditures:				
M & O Instruction	\$2,760,525	69.98%		
M & O Support Programs	1,168,604	29.62%		
M & O Other	15,746	0.40%		
Total M & O	\$3,944,875	100.00%	\$4,050	83
Total ALL Funds	\$7,669,084	100.00%	\$7,873	17

Tax Levies at 9-1-96

	Total	Per ADA	Rank
Property Market Values	\$118,396,889	\$121,542	90
Total M & O Levy	0.003007697		77
Total School Levy	0.007546397		20

Staff Data 1996-97

District Personnel:

	FTE	ADA to FTE
Elementary Teachers	28.00	17
Secondary Teachers	29.01	17
Administrators	3.64	268
Other Certified Staff	4.00	244
Total Certified Staff	64.65	15
Total Non-Certified Staff	26.39	37

Teachers Salaries:

		Rank
Beginning Salary on Schedule	\$19,715	
Highest Salary on Schedule	\$39,680	
Average Elementary Teacher's Salary	\$29,097	72
Average Secondary Teacher's Salary	\$31,689	22
Superintendent's Salary	\$57,120	86

Note: Rank represents how this district compares to the other 111 public school districts in the State of Idaho; high to low (1 being the highest).
 "Totals" may not sum due to rounding.

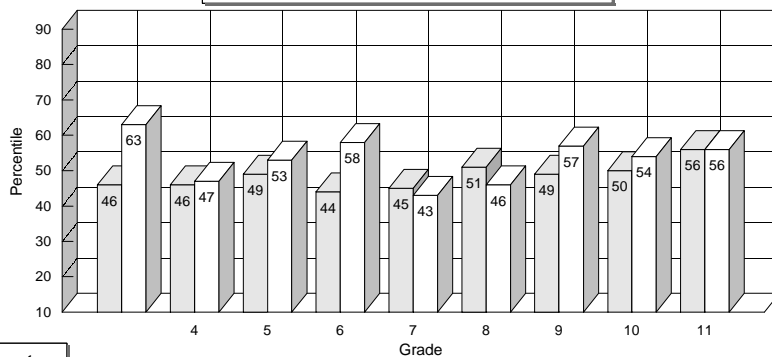


Testing Information 1996-97

Grades 3 through 8 participate in ITBS and grades 9 through 11 participate in TAP standardized testing of basic skills. This graph indicates where students in each Idaho district place in relation to students nationally (the national average percentile is 50).

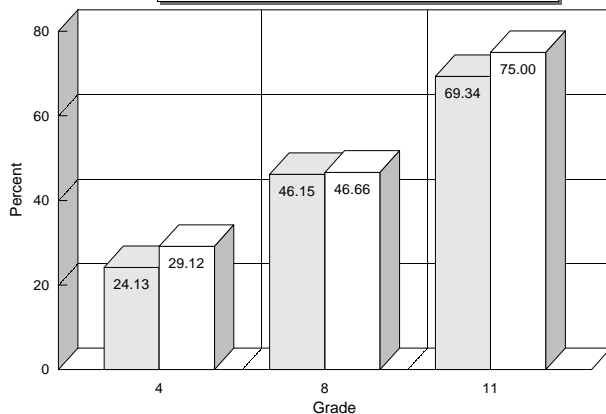
Standard Testing Results

ITBS and TAP



Direct Writing Assessment

percent proficient at grade level



The direct writing assessment provides another indication of what our students know and are able to do in this basic skill area,